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ABSTRACT

This guide represents a synthesis of input from many sources, both Alaskan and national. The critical components of a social studies education (knowledge, democratic beliefs and values, and skills) are incorporated throughout the guide which also features the concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights. The themes included for grades 1-6 are: identity, culture, environment, change, citizenship/government, scarcity, and interdependence. The goal of this focus is to illustrate how people and places interact, how people of differing areas depend on each other, and how people and places fit into a global community. Social studies for the 7th and 8th grade are offered as distinct content courses with a 7th grade concentration in geography/Alaksa geography, and an 8th grade focus on United States history. The themes included in this comprehensive 8th grade course are: exploration and expansion, development of American government and political change, immigration and social change, economic development and technological change, and foreign policy. An appendix contains a listing of grade appropriate skills. (BZ)

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ELEMENTARY SOCIAL STUDIES

ALASKA CURRICULUM GUIDE

First Edition

Support of the Model Curriculum Project was provided through
a special grant from ECIA Chapter II (Block Grant)

Office of Curriculum Services
Alaska Department of Education
June, 1986

ELEMENTARY SOCIAL STUDIES
MODEL CURRICULUM GUIDE

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GENERAL PREFACE
MODEL CURRICULUM GUIDES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future, as schools use this material to plan and implement programs, its value will be measured by the increased ability of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. Contributors to specific guides are listed in the acknowledgements sections of the guides. In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Subconcepts or vocabulary associated with the concepts are listed in this column.

Learning outcomes/objectives, in the second column, describe, in general terms, the understandings or behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample learning activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes/objectives. At least one sample learning activity is stated for each learning outcome/objective. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable activities within the framework of their district topics/concepts and learning outcomes/objectives.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska.
It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE - PART II
ELEMENTARY SOCIAL STUDIES

"The goal of the Social Studies is to enable students to be responsible decision makers and to contribute as citizens in a highly complex and rapidly changing society. Knowledge, understanding, and appreciation of our heritage within the context of a global society are essential. Students need to be engaged in relevant, applied learning through which they may become confident learners who are prepared to meet present and future challenges."

Social Studies Model Curriculum Task Force

This goal statement embodies the premise on which the elementary Social Studies Guide was developed. It is an expression of a philosophy which recognizes citizenship education as a primary focus of the Social Studies. It emphasizes the need for a knowledge base in the social sciences on which young people might build an understanding and appreciation of our heritage with a global perspective.

The statement assigns to Social Studies programs the responsibility for engaging the student as an active participant in a relevant learning process. Today's world is highly complex and individuals must be prepared to deal with that complexity as well as with the rapid change which is the hallmark of this century. The student must have decision making skills and the confidence to face the present and the future with self assurance.

Goals in Guide

It has been recognized that the critical components of a Social Studies education are knowledge, democratic beliefs and values, and skills. This Guide integrates the knowledge base of facts, concepts and generalizations with democratic values and beliefs and addresses skill development.

Knowledge is essential in order for students to make informed decisions. The Model Guide draws upon the social sciences for its knowledge base: History, Geography, Alaskan Studies, Economics, Anthropology, Sociology, Psychology, and Political Science. Information must be linked with experiences encountered by students and related in a way to help them understand events and conditions throughout the world. Civic observation, analysis, participation, and community service assist in this process.

Democratic values and beliefs are the basis of citizenship education and a Social Studies program. The rights, freedoms, responsibilities, and beliefs of our democracy are incorporated throughout the Guide which includes concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights.

Skill development is the third component of a Social Studies program. Skills are processes which enable students to link knowledge with beliefs that lead to action. The skills essential to citizen participation are critical thinking and problem solving. They might be categorized as follows:

1. Skills related to acquiring information (Reading, study skills, reference and information search skills, technical skills unique to electronic devices)
2. Skills related to organizing, using, and presenting information (intellectual, decision-making, and communication skills)
3. Skills related to interpersonal relationships and social participation (Personal, group interaction, social and political skills)

An appendix at the end of this Guide contains a more specific listing of grade appropriate skills.

Elementary Themes

In Grades 1-6 the integration of a knowledge base, democratic values, and skills are accomplished through seven broad themes, each of which are representative of the social science disciplines from which the Social Studies content is drawn.The seven theme approach encourages the learning of concepts, values and skills in a cumulative way, introduced initially as simple and concrete ideas, then continually reinforced and applied.

The chart below defines the elementary themes, identifies the social science they embody, and the curricular questions to which they relate.

Theme/Social Science/Definition	Curricular Questions
. Identity (Psychology)Awareness of one's own values attitudes and capabilities as an individual and a member of a group.	Who am I? What kind of person am I?
. Culture (Anthropology/Sociology) Awareness of the ways of living that a society develops to meet its fundamental needs.	Who are we? How are we the same or different from others?
. Environment (Geography/Cultural Geography) Awareness of surroundings, including natural elements and elements created by humans.	Where am I? Where are things? Why are they there? What are the consequences? How do humans interact with their environment?
. Change (History/Psychology/Sociology) Awareness that things, events, and ideas change over a period of time.	How did we get the way we are? What is our heritage? How has time changed us?

. Citizenship/Government (Government/History) Awareness and membership in a community with its accompanying behaviors, rights, and responsibilities. Awareness of the geographic/ political organizations which unite people by a common government.	What is my personal role in groups? Who makes the rules and what are they? What skills do I need for group interaction?
. Scarcity (Economics) Awareness of the conflict between needs and wants and limited natural and human resources.	How do we define basic need? How do humans allocate scarce resources to meet their needs?
. Interdependence (Economics/Sociology/Anthropology) Awareness of the reliance we have upon others in mutually beneficial interaction and exchange.	In what ways do we rely on others? Why are dependent on others?

Within the seven themes, learning outcomes/objectives have been arranged sequentially according to psychological closeness to the learner, that is, from the individual and family to the neighborhood, school, community, state, nation, and world. This "expanding horizon" principle is not used to suggest that the Social Studies curriculum must move sequentially from topics that are near at hand to those that are far away for the sole purpose of expanding the environment. It is recognized that the life space of today's children is greatly affected by modern methods of communcation. The purpose of this extended focus is rather to illustrate how people and places interact; how people of differing areas depend on each other and how people and places fit into a global community.

7th and 8th Grades

In the development of the Model Curriculum Guides, 7th and 8th grades were generally seen as the end of the elementary years, but with some beginnings for the secondary level. In accordance with this philosophy, the 7th and 8th grade Social Studies courses are offered as distinct content courses with a 7th grade Geography/Alaska Geography and 8th grade American History course.

Geography is a critical Social Studies skill. Geographic content/outcomes/objectives/activities are contained throughout the Grades 1-6 portion of the Guide, primarily within the "Environment" theme. In the 7th grade, there is a concentrated focus on the subject. The fundamental themes in geography are addressed: Location, place, relationships within places, movement, and regions. The unique perspectives and skills gained from these themes can clarify knowledge about the earth and its people, enrich the social sciences, history, and the humanities, and provide a spatial dimension to the physical sciences.

Through the 8th grade course, students will gain an understanding of the basic forces which have shaped major events in American history. The thematic approach is used to show the interrelationships of these events. Within each of five themes, historical events are studied in chronological sequence from the pre-colonial period to the present. This is a unique approach which recognizes the difficulty of giving in-depth treatment to the history of America in a strictly chronological approach. Additionally, the use of a thematic approach for 8th graders recognizes the developmental level of the early adolescent by focusing on those aspects of history which have high interest value.

The themes included in this comprehensive course are: Exploration and Expansion; Development of American Government And Political Change; Immigration and Social Change; Economic Development and Technological Change; and Foreign Policy. It is highly recommended that a timeline be used as an integral teaching tool with this thematic course.

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Phase II 1986

Appreciation is expressed to the members of the Social Studies Model Curriculum Guide Task Force, who are the authors of the First Edition.

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Phase I (1984-1985)

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Delta Greely	Klawock	Northwest Arctic
Anchorage	Fairbanks	Lower Kuskokwim	Pelican
Annette Island	Galena	Lower Yukon	Railbelt
Bristol Bay	Haines	Matanuska-Susitna	Valdez
Copper River	Iditarod	Nenana	Yakutat
Cordova	Kenai Peninsula	Nome	
Craig	Ketchikan	North Slope	

State Departments of Education

Alabama	Illinois	New York	Utah
Arizona	Indiana	North Carolina	Vermont
Arkansas	Maine	Oregon	Virginia
California	Minnesota	Rhode Island	West Virginia
Connecticut	Maryland	South Carolina	Virgin Islands
Delaware	Nebraska	South Dakota	Guam
Florida	Nevada	Tennessee	
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ELEMENTARY SOCIAL STUDIES

GRADES 1-3

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
IDENTITY AWARENESS OF ONE'S OWN VALUES, ATTITUDES AND CAPABILITIES AS AN INDIVIDUAL AND A MEMBER OF A GROUP.	She/he is a unique individual with: - a name - physical characteristics - feelings and emotions - wants and needs - abilities and talents - a heritage - birthday	
Self Identify Emotions Conflict Security		Construct a collage using magazine pictures and drawings that express/ describe his/her physical characteristics, feelings, wants and needs, talents and heritage.
Family Heritage Rules Responsibility Motivation Cooperation Challenge Neighborhood Community/Village Clan Tribe	Our feelings influence our behavior as well as the actions and beliefs of friends.	Tell how he/she feels about something using only facial expressions and body language. Tell how she/he helped a friend make a decision.
	Learning to cope with challenging situations is part of growing up.	Listen to a story, such as Alexander and the Terrible, Horrible, No Good, Very Bad Day and talk about good days and bad days.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Write a story about a time he/she needed help, telling why help was needed and who helped.
		Be able to identify stressful situations in his/her life, and explain how he/she deals with them.
	Individuals need to recognize good work habits.	
		Name three good habits he/she has in school. Name three good work habits at home.
	We can learn to accept differences in mental and physical abilities.	
		Listen to stories from children's literature such as A Button in Her Ear, which encourage understanding of physical handicaps. Explain how the character accepted handicaps.
	Families have emotional needs for love and caring.	
		Describe the things family members do to show that they love each other.
		Watch films of a family with varied problems and discuss how family members could help each other deal with the specific problems.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Most people live in families. Families may differ: - in size - in relationships - in the roles and ages of members	Make a family booklet that includes pictures (or representations) of family members; describe his/her family to the class, and as a group compare and contrast various families. Discuss pictures of varied families, comparing and contrasting sizes, relationship of nuclear, extended, traditional family groups, and the roles of family members evident in the pictures.
	Families develop rules to govern and protect family members.	Compile a list of rules from individual homes; explain why the rules are necessary, and then categorize the rules as health rules, safety rules, and other rules. Make a booklet about rules that help people get along together in school, and read to a younger student.
	Members of a group can learn to work as part of that group.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Participate in a group scavenger hunt using special rules stressing cooperation.
	Groups have leaders who have a responsibility to the group, or the tribe/clan.	
		Be a leader of a small group for a day and explain reactions to that experience.
	Every person is a member of several groups: family, clan/tribe, neighborhood, ethnic, occupational; religious groups; national; political; age; and special interest.	
		List all of the different groups he/she is a part of.
	Each person has responsibilities and rights as a part of many groups, i.e.: - family - peer group - classroom - school - clan/tribe - community/village - neighborhood	
		List duties and responsibilities one has at home.
		Match cards showing actions which demonstrate school rules with descriptive words or phrases (polite, shares with others, etc.)

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Individual needs and desires are sometimes in conflict with the needs and desires of groups, tribes or society.	
		Solve a problem about what happens when the class is going on a field trip to a local site and one student wants to go somewhere else.
	There are a variety of ways to resolve conflict in the home and community.	
		Given a situation where there is a conflict over the choice of a group project, brainstorm possible solutions to the conflict.
		Examine with the class several conflict situations and decide how he/she would treat a friend and a stranger in each conflict situation.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CULTURE AWARENESS OF THE WAYS OF LIVING THAT A SOCIETY DEVELOPS TO MEET ITS FUNDAMENTAL NEEDS. Culture Socialization Values Respect Roles Occupations Heritage Customs Traditions Acculturation Language Tools/technology Community City Ritual	Families may observe different festivals and celebration in different ways. Customs may include: - holiday celebration - food and eating customs - customs in the homes - dress - roles of men and women - roles of children	Listen to community members talk about their particular family customs and dictate a story about what they have heard. Examine drawings, photographs, movies, slides, or pictures of holiday celebrations and compare/contrast those activities to his/her family's own celebrations.
	We need to show respect for our family elders.	Brainstorm ways of showing respect to older people in the community.
	The beliefs, attitudes, abilities, language, values and cultural heritage of others deserve respect and appreciation.	Write a letter to grandparents describing school study and inviting them to respond with comments and stories about their childhood in writing or on tape.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		List the language background represented in the class/school and community.
	People of similar cultural groups often live together in a community, sharing customs, language, beliefs, and religious faiths.	
		Listen to or read selections from children's literature that depict cultural communities, such as an Alaskan native village (other than your own), and discuss such features as ethnic heritage, language, and religion. Compare/contrast with his/her own.
	People often live together in communities because they meet their needs and wants.	
		Discuss reasons why people in his/her community have chosen to live there.
	Communities close together tend to be more alike culturally than those farther apart since they usually have greater opportunities to learn from each other.	
		Construct posters or shadow box displays about life in different kinds of communities.
		Using filmstrips and books as a resource, compare/contrast a Pacific Rim community with a nearby Alaskan community.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	People learn social, work, and recreational skills from members of the community.	Set up a classroom restaurant, and grocery store. Hold a potlatch.
	Availability of tools/technology affects the lifestyle and culture of people.	List and illustrate tools he/she can find in his/her kitchen, or for hunting and carving.
		Tape record a report about one machine that has changed the way that we work and live.
		Pick a traditional native weapon or tool and explain how it was used by people.
	Cities are made by people as marketplaces, workplaces, and as centers of culture.	Listen to a community member who grew up in a large city as he/she describes what it is like to grow up in a crowded urban area. List and illustrate ways life is different in their own community.
	People teach, preserve and transmit culture.	Listen to community members share personal religious traditions, family customs, or family celebrations and combine common elements.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Listen to Native Alaskan, Pacific Rim and other folk tales and retell one of them.
	Culture is also transmitted through monuments, and statues, art, oral and written language, rituals and dance.	
		Draw or create a mural of a well known monument or statue of a culture. Celebrate a ritual common to that culture.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
ENVIRONMENT	Our environment influences our life style and occupations.	
AWARENESS OF SURROUNDINGS, INCLUDING NATURAL ELEMENTS AND ELEMENTS CREATED BY HUMANS		Identify local jobs which relate to the geography of the community.
Environment		Describe local climate and clothing, and how his/her family adapts to cold, rain and other Alaskan environmental conditions.
Climate		
Vegetation		
Natural Resources		Listen to a community member talk about the local community's history and make a story about why it was settled where it is.
Recreation		
Geography		
Seasons		
Oceans		Observe and identify geographic features of his/her own community. Write a report of these features to share with the class.
Lakes		
Rivers		
Weather		
Habitat		
Conservation	Climate and geography influence transportation in a community	
Maps		Examine pictures of terrain and modes of transportation. Decide what types of transportation would most likely be used in a variety of places.
Globe		
Directions		
Location		
Distance		
	Celebrations and festivals are sometimes related to seasonal changes.	
		Name the seasons and the effect of seasonal change on the local environment.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Describe community celebrations or events that are linked to seasonal characteristics (example: winter carnival).
		Discuss Native ways of classifying and describing seasons.
	There are similarities and differences in the land use of rural and urban communities.	
		Compare/contrast his/her own community with another. Consider the geography, land use, transportation and communication of each.
	As communities grow, they sometimes pollute their environment.	
		Plan things he/she can do to keep the school and neighborhood from being polluted.
	People must make careful use of their natural resources.	
		Invite local community members, hunters, fishermen, Alaska Fish and Game or U.S. Fish and Wildlife personnel to class to talk about the use of natural resources in the community. Write a story about what might happen if there were no laws to protect the environment.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Maps are representations of an area on a flat surface.	
		Diagram the inside of his/her own room.
		Draw a map which illustrates the locational relationship between his/her home and the school.
	Towns, cities, and states can be located on maps and globes.	
		Point out his/her own town or village on an Alaskan map. Locate Alaska on a world map.
		Identify on a globe the locations of current events heard about on the radio or read about in newspapers or magazines.
	Cardinal directions can be used to construct maps.	
		Learn the difference between left and right, north, south, east and west. Identify directions on a map.
	Features such as mountains, rivers, and lakes are depicted on maps.	
		Construct a three dimensional model of features depicted on a given map.
	Symbols/legends are used to convey information on a map.	
		Draw a map of his/her community using symbols for geographic features. Develop a legend for the symbols used.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CHANGE AWARENESS THAT THINGS, EVENTS, AND IDEAS CHANGE OVER A PERIOD OF TIME. History Social change Chronology Sequence Perspective Historical figures Holidays Monument Current events National leader Life cycle Environment change Future	All families have a past, which can be studied and learned. Families record their pasts in different ways.	After writing a grandparent for information, write a story for each of three generations telling how each observed a certain holiday at the age the child is now, grandfather, father, self. Make a timeline to show spacing stories. Illustrate and compile in a student's own book.
	Families follow a pattern of development whereby young people grow up and establish families and when their own children grow up, they have families of their own.	Fill in family names on a "family tree" with the help of his/her parents or list clan or tribal members.
	People, places and things change.	Work in a group to produce "Then and Now" mural depicting his/her own community. The mural could include information relative to community size, way of living, population, use and depletion of natural resources, food, shelter, and clothing.
	Events in the past affect the happenings of today.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	History is the study of people and events of the past.	Talk to an older person about the most important event in his/her life and how it affected him/her. Name five events that we have recorded in history. Recall his/her fist memory in his/her life and dictate or make a journal entry.
	Past events and people have influenced the development of our communities.	Research his/her community's history. Visit a historical structure or site and write a story or draw a picture of the spot visited.
	Individual actions have consequences in history.	Learn about Benny Benson, the student author of the American Flag Song, and learn to sing the song. Interview others about an individual who contributed to his/her community.
	Our nation honors leaders of our past such as political leaders, social leaders, and cultural leaders.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Name important national, state and religious leaders and match them to the holidays or traditions in their honor.
		Listen to and retell a story about a famous American/Alaskan.
	Change is continuous and sometimes causes conflict.	Write or dictate a story about what happens when a family moves, perhaps from a village to a city or from a city to a village.
		Listen to and talk about stories from children's literature which describe changes in children's lives.
		Explain ways the classroom can be changed and evaluate whether those changes would be better or worse for the class.
		Listen to two community members debate a controversial subject that involves a change from traditional use of a resource.
	People react in a variety of ways to change.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Explain how he/she feels and compare that to the responses of others after the seating arrangement in the class is changed.
	Employment available in a community is constantly changing.	
		Listen to a story about a community where a lumber mill or fish processing plant has just closed and discuss what the people could do for jobs.
	The media is one source of information of past current events.	
		Collect newspaper clippings to share and be displayed. Point out the location of the events on a community map.
	Communities of the future will be different in many ways.	
		Predict and write or draw a list of five things he/she will do as an adult that will be different than the way things are done now.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CITIZENSHIP/GOVERNMENT **AWARENESS AND MEMBERSHIP IN A COMMUNITY WITH ITS ACCOMPANYING BEHAVIORS, RIGHTS, AND RESPONSIBILITIES.** **AWARENESS OF THE GEOGRAPHIC/POLITICAL ORGANIZATION WHICH UNITES PEOPLE BY A COMMON GOVERNMENT.** **Citizenship** **Rights** **Responsibilities** **Patriotic celebrations** **Symbol** **Laws** **Government** **Conflict** **Conflict resolution** **Government services** **Tribe/clan** **Village** **City** **Borough** **Officials** **Leadership** **State** **Nation**	People have the right to make choices and decisions about the rules and laws that govern them.	Demonstrate that he/she knows how to take turns while using school property. Vote on a class issue/rule/project. Participate in a class project which is planned to help the rest of the school.
	Citizens have rights.	Develop a list of safety rules for the classroom. Have a turn being the classroom leader for a specified period of time. Discuss the right of each family to decide whether or not or how to worship. Role model a conflict situation involving a group and appoint someone to determine exactly what happened before taking action.
	Citizens have responsibilities.	Demonstrate that he/she knows how to take turns while using school property. Write a paragraph on honesty and why it is important.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Election **Pledge** **Allegiance**		Discuss how he/she feels when classmates talk and are inattentive during his/her presentation.
	Citizenship promotes an awareness of the patriotic celebrations of our nation including: Lincoln's birthday, Washington's birthday, Independence Day, Labor Day, Martin Luther King Day, Columbus Day and Veterans' Day	
		Participate in classroom holiday-related activities, such as a play about the Fourth of July.
		Invent a holiday and invite others to celebrate with you. Write or illustrate a short report citing reasons why this holiday should be celebrated.
	Our nation has a flag for a symbol, different from other national flags.	
		Pick out an American flag from other nations' flags.
	Citizenship includes a familiarity of our national and state symbols.	
		Recite the Pledge of Allegiance. Discuss the meaning of "pledge" and "allegiance."

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Sing the National Anthem, the Alaska Flag Song, and the Star Spangled Banner.
	People in communities plan, organize, and participate in political action to effect change.	
		Explain a school rule that needs changing; be part of a group to try to effect that change.
	Alaska has village and city governments which make rules and laws for its citizens.	
		Name an Alaskan law or local law which protects the safety of people. Explain why it is there.
		Write a report on the results of vandalism in your community.
	Local communities elect people to make laws.	
		Tell where people can vote in your community.
		Visit the office of a local lawmaker.
	A government may provide services for its citizens.	
		After visiting or writing the local post office paraphrase how the post office provides services for all American citizens.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Make a chart with the class, showing things a government provides for its citizens (roads, parks, police protection, protection of rights, and resources, etc.). Make a chart listing what Native regional corporations provide for shareholders.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
SCARCITY **AWARENESS OF THE CONFLICT BETWEEN NEEDS AND WANTS AND LIMITED NATURAL AND HUMAN RESOURCES.** Choices Economic Price Subsistence Goods Services Money	People in the community work to earn money to purchase goods and services to meet their needs.	Explain what he/she does at home to earn money and how he/she spends it. List jobs likely to be found in rural, urban and suburban settings. Identify the jobs parents have. Write to classes in other towns to compare jobs held by parents of the other students.
	Economic choices are often difficult, and are influenced by personal values, cultural values, and change over time.	Fill out a worksheet matching pictures of family members with pictures of items each might wish to have; discuss how some family members give up what they may want for themselves so that someone else in the family can get what he/she wants or needs.
	Prices of goods and services rise and fall.	Compare last year's prices to this year's (using two catalogs, old newspapers, etc.).
	Subsistence living is a way of using natural resources to provide a family's needs.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Discuss his/her own village/town and whether people in it practice a subsistence lifestyle.
	The media influences consumer choice.	Examine a television ad and explain how it affects our choices.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
INTERDEPENDENCE **AWARENESS OF THE RELIANCE WE HAVE UPON OTHERS IN MUTUALLY BENEFICIAL INTERACTION AND EXCHANGE.**	People need others: - for help - for companionship and understanding - to meet physical and emotional needs and wants -for survival and perpetuation of society	Participate in a brain-storming session, making a list of situations in the home and school in which people need one another.
Responsibilities **Wants** **Needs** **Resources** **Jobs** **Trade** **Money** **Goods** **Services** **Producers** **Consumer** **Institutions**	People work together and rely upon one another to satisfy their needs (clothing, shelter and love).	Share personal experiences about things he/she has learned from his/her family. Make a checklist which includes answer to questions such as: In a family, who works to provide income?; Who cares for other family members?; Who decides what things families buy?; and Who purchases items for the family? Make contributions to an experience chart showing the needs of the school and the sources required to meet these needs.
	People in rural, urban and suburban communities are producers of goods and services needed by each other.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Draw a picture of his/her parent's jobs on a class chart, showing "Jobs That Produce Goods" and "Jobs That Provide Services".
		Take part in a simulation activity designed to emphasize the importance of trading items produced in rural areas, but needed in urban and suburban areas.
		Be able to correctly define "goods", "service", "producers", "consumers".
	Cities and towns serve as the main supplier of goods and services; yet are dependent on suburban and rural areas for things such as produce and recreation.	
		Make a list comparing the things you can get or do in a city and what you can get or do in rural areas.

ELEMENTARY SOCIAL STUDIES

GRADES 4-6

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
IDENTITY AWARENESS OF ONE'S OWN VALUES, ATTITUDES AND CAPABILITIES AS AN INDIVIDUAL AND A MEMBER OF A GROUP.	One's actions and beliefs influence the actions and beliefs of friends.	Describe a situation where you helped a friend make a decision. Using puppets, act out how he/she might keep a friend from participating in an undesirable activity.
Self Identity Decision Values Career Occupations Roles	Responsible decisions require reviewing alternatives and looking at consequences.	Develop and solve problems using decision making process, ie. Decision Tree. Analyze an issue and brainstorm multiple alternatives and the possible outcomes of each. Develop a classroom newspaper of social studies activities and apply decision making processes to this challenge. (Who's the editor, format, etc.)
	Understanding the values of others leads to a clearer understanding of one's own values.	Write endings to appropriate open ended stories posing value dilemmas for a variety of different people in different settings.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are similarities and differences between individuals.	
		Write about what makes him/her unique. Brainstorm with classmates what is similar among them.
	There are certain personal skills that make a person successful.	
		Interview parents and friends about why they chose specific careers.
		Brainstorm a list of desirable qualities employers are looking for. Identify how these qualities are portrayed in his/her life at home and school.
		Write a letter to anyone (rock star, relative, president, etc.) explaining why he/she would be successful at a certain profession specifying personal qualities and skills.
	Individual actions influence the course of historical events.	
		Read about and report on a situation where the actions of an individual have influenced the course of history in Alaska, the United States or world.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Individuals are responsible for their own actions and the consequences of their actions.	
		List responsibilities at home, at school, etc. (sports teams, clubs, friends, elders).
		Describe what happened when he/she or a friend did not fulfill a responsibility.
	Cooperation is an important quality to exercise.	
		Participate in cooperate learning activities. (New Games, etc.)

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CULTURE AWARENESS OF THE WAYS OF LIVING THAT A SOCIETY DEVELOPS TO MEET ITS FUNDAMENTAL NEEDS. Tradition Ethnicity Gender Culture Societies Hunting and Gathering Agricultural Handicraft Industrial Information/Technological Myths Legends Heritage Migration Immigration Families Institutions Status Integration Segregation	Families serve as transmitters of culture to the young.	Develop questions for interviewing family members. Draw a family tree. Fill in a large classroom outline map of the world showing which countries ancestors and families came from. Write several pages for a class book entitled, "We Learned From Them", indicating what things they learned from family members.
	A community's past is important to understanding the present and future.	Develop with classmates a timeline of the community's past with pictures, words, drawings, etc. Prepare questions for a guest community presenter and help stage a press conference. Write to someone who does not live in the community explaining to the student what the community is like. Draw a picture of his/her community in 2020.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Cultural diversity exists in local communities.	Identify differences in opinion and values in the classroom or community, and explain how much more complex the differences get as the number of people increases. Identify elements of culture each student would like to preserve and to pass on. Determine a way to share that with a younger child and do it.
	Class structures differ across cultures.	Explain the limitations or restrictions that have been placed on people today and in the past. Find out how some of the following have been used to restrict human rights at various times: sex, age, religion, ethnic background, occupation/wealth, birth place.
	Alaska's Native people have made significant contributions to the culture of Alaska.	Identify regions of the state on a map of Alaska and name the indigenous cultures of each of them. Contrast and compare the environment and lifestyles of the six traditional Alaska Native cultures.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Prepare a report on how a group of Alaskan Natives have contributed to Alaska's culture.
	One way Native Alaskans transmitted their culture was through a rich oral tradition of stories, myths, and legends.	
		Listen to tapes or readings of Native Alaskan myths and explain the lessons which could be learned from the myths.
	There are theories of the origin and diffusion of Native Americans who first inhabited the American continent.	
		Explain various Native American creation myths and anthropological theories as to the origin of Native Americans.
	Alaska has a diversity of cultural groups.	
		Research the early contributions of the Filipinos and share the information you learn orally.
		Find out what languages are spoken in your community and relate these languages to individual cultural heritages.
	Alaska has many cultural linkages with the rest of the world, particularly to nations of the Pacific Rim.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Have a Japanese tea ceremony in the classroom or celebrate Chinese New Year in the traditional manner.
	Contributions to the cultural heritage of the United States come from many groups and individuals.	
		Trace the development of language, government, justice, music, art, science to other countries' history and social development.
		Identify unique characteristics of the groups of people who make up the United States and their ties to other countries.
		Prepare biographical reports or "news briefs" about outstanding Americans with varied cultural backgrounds.
		Identify examples of how the local community benefits from cross cultural contributions.
	The United States has contributed to the history and culture of the world.	
		List contributions the United States has made in the following areas: - government - justice - language - entertainment - science - arts

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TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Cultural institutions often served as the impetus for growth and unification of civilizations.	
		Select a country in the Pacific Rim. Investigate a cultural aspect of the country such as religion, art, education, music or recreation. Explain how that cultural feature unified or spread the civilization selected.
	Artistic and recreational activities of people reflect and transmit their values and beliefs, as demonstrated in: - visual arts - performing arts - sports - cultural institutions - literature	
		Analyze the distinctive visual art form of a Pacific Rim nation.
	Western and Non-Western cultures enrich each other through contact and exchange.	
		Research the predominant sport of a country of his/her choice and have group identification of sports or games which are unfamiliar. Study the rules of a specific game or sport. Demonstrate it for the class.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Report on the artistic contributions that one cultural group of the Pacific Rim has made to the world.
	Men and women's roles have changed over time and across cultures.	
		Watch a number of TV shows which have women as key characters. Examine the advertising during the shows. Discuss the shows and the ads, focusing on the different roles played by females. Compare how the characterizations reflect the attitudes of the society toward women during the time period in which the story or ad takes place.
	Marriage customs differ across cultures.	
		Compare the family structures and marriage patterns existing on a Native reservation, a migrant labor camp, a city neighborhood, and in his/her own community, and give reasons for why it might be that way in each particular case.
	Value judgments about cultures are always made from the perspective of one's own cultures.	
		Discuss with others beliefs and practices of our culture which make us feel superior or inferior to other cultures.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
ENVIRONMENT		
AWARENESS OF SURROUNDINGS INCLUDING NATURAL ELEMENTS AND ELEMENTS CREATED BY HUMANS.	Seasonal changes are related to the positions and movements of the earth within the solar system.	Given a globe, demonstrate rotation and revolution and generalize how these cause day and night and seasons.
Geography Environment Climate Renewable resource Nonrenewable resource Globe Bodies of water Vegetation zones Land forms Map Map key Grid Latitude Symbols Boundaries Population density Time zones Tropic of Cancer Tropic of Capricorn Equator Technology Revolve Rotation		Draw a simple diagram illustrating the tilt of the earth's axis at various seasons of the year, and explain how the tilt of the axis causes climate changes which distinguish seasons.
	Climate patterns are influenced by the interaction of various geographic factors.	Identify and locate Alaska's major climate zones and their characteristics.
		Explain the reasons for the climate in area of Alaska. (Include the influence of latitude, proximity to Pacific and Arctic Oceans, seasonal wind current, etc.)
		Listen to a statewide weather report and compare weather conditions across Alaska on a given day.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Using an outline map and symbols, depict the climatic regions of the United States.
		Identify dominant ocean currents and prevailing winds in the Western Hemisphere. Explain how they have influenced the climate of certain areas of the United States, Canada, and Latin America.
	Specific terms are used to identify types of habitats/vegetation zone.	
		Identify a series of pictures of the following habitats: forest, grassland, desert, tundra, shore savanna, prairie.
		Research the variety of habitat which exist in the United States and in Alaska.
	The major features of the earth have specific names.	
		Identify by name pictures of the land features such as: continents, plains, plateaus, hills, mountains, valleys.
		Name the continents and identify major bodies of water.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Know the location of and identify the major topographic features of the United States and of Alaska.
		Using a map, identify the physical features which might affect the lifestyle of Pacific Rim, European or Middle Eastern habitants. Consider how the future might include land usage, occupations, housing styles, clothing.
		Use latitude and longitude, the map key, and symbols to identify specific places in the United States and Alaska.
	There is a distinction between renewable and nonrenewable resources.	
		Identify Alaska's most important renewable and nonrenewable resources.
		Make a list of the resources currently exported from the U.S. to a Pacific Rim nation.
		Do a case study of particular situations which illustrate the understanding of issues such as: - Arab role as traders before all water routine discovered - Control of water in ancient Egypt - Middle Eastern oil wealth in a modern world economy

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	People are affected by their physical environment as they attempt to fulfill basic needs.	Look at a map of Alaska and speculate about why towns, villages, and cities were developed where they are. Contribute to a collection of classroom "case studies" discussing the lives of individuals in a variety of environments in the Pacific Rim. Describe what people eat, the kind of shelter they use and the clothing they have designed as it reflects the environment. Prepare a description of the geographic characteristics of a fictitious region. Include data on the region's terrain, climate type, soil vegetation, and mineral resources.
	The earth's surface is constantly changing.	After a series of activities in the classroom, describe the cause and affect of earthquakes, volcanoes, glaciers, and erosion of the earth.
	Special purpose maps can be used to show various geographic aspects of the earth's surface including natural phenomena and human uses.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Study several types of maps showing natural phenomena and then hypothesize on blank outline maps about: - population density and distribution - products-agricultural and industrial - land and sea routes Investigate the accuracy of the original hypotheses.
		Examine political/relief maps to identify natural features which serve as the boundaries of countries.
	Communities have a geographic history.	
		Take pictures of present community sites, compare these to old photos of the same site. Date them and place them as a pictorial timeline of the area.
		Work in groups to make diagrams or models depicting his/her community at different time periods of U.S. history.
	Communities and nations have political and natural boundaries.	
		Using a variety of political and land form maps, use latitudes and longitude to locate his/her own community, state, nation, neighboring countries and other countries.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	North American can be divided into countries, regions, and states.	Learn the memorization process. Name the state and their capitals, the countries and bodies of water which border on the U.S., and the Pacific Rim countries which interact with the U.S.
	The effect of geography has been moderated by humans.	Work in groups to design a transportation network traversing a specific geographical region on a teacher-made map. Research and discuss ecological and conservation issues such as: - energy conservation and alternative energy sources. - industrial pollution of the oceans and seas. - deforestation and its effects on climate - the search for adequate drinking water supplies.
	Because of certain environmental factors a nation or a region can produce goods and services with different degrees of efficiency.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Have a class discussion on the difficulties associated with marketing Alaska's natural resources.
		Explain why the United States steel industry developed in Pittsburgh rather than in San Diego, or another similar example.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CHANGE **AWARENESS THAT THINGS, EVENTS, AND IDEAS CHANGE OVER A PERIOD OF TIME.** History Change Chronology Historical figures Revolution Conflict Cooperation Invasion Explorers Technological change Current events War Perspective Compromise Peace	History can be interpreted in many ways.	Record reactions to a staged classroom event. Compare your report with a classmate's and note similarities and differences.
	Historical information is often obtained from secondary sources.	Locate historical data in texts or resource books in the library. Develop a bibliography on a historical event.
	Alaska's early history is a history of its Native peoples.	Identify on a map the traditional territorial boundaries established by each native group and the migration routes by which they arrived in Alaska.
	The land and sea played an important part in the development of the traditional Native life styles.	Choose one Native culture and write a report on the relationship between geography and transportation modes, clothing, shelter, diet and forms of artistic expression.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Write a story, as part of a group, pretending you are a team member on a whale hunt. Relate the uses made of a whale.
	The native social system was a highly structured one.	
		Determine which cultures traced their ancestry through the female line and discuss what it means to have a matrilineal society.
		Draw the floor plan for a Tlingit community house and identify the traditional roles of the inhabitants.
		Talk to a village elder about life in a traditional village.
	Ceremonies were an important part of social and spiritual life.	
		Have a potlatch and invite students from another class as your guests.
		View "Alaska - The Mists of Time" (Alaska State Film Library). Write a new myth to explain the origin of Alaska and compare creation story with scientific explanation.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Role play a Shaman and prescribe a remedy for an ill person.
	Artistic expression was common in traditional cultures.	
		Visit a museum to review traditional cultural artifacts or find pictures of same in books.
		Make a list of the utilitarian objects which were traditional outlets for artistic expression.
		Design an Eskimo mask and use it in a dance to tell a story.
		Shape cardboard into the form of an Aleut hunting hat and decorate it in the traditional style.
	The arrival of the Russians initiated a period of great change in Alaska.	
		Develop a list of questions you might use to interview each of the following: Vitus Bering, Baranof, Cherikov, Russian fur hunters, Aleuts (after contact with the Russians).
		Trace the possible movement of a fur pelt from the time the fur seal was slaughtered during the era of Russian fur trade.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Orally report on the cultural and scientific institutions established by the Russians and indicate what influences remain in Alaska from this period of history.
	There were Spanish, French and English contacts with Russian America.	
		Identify place names which remain from European contact with Russian Alaska.
	The purchase of Alaska ushered in a new era of Alaska's history.	
		Draw a political cartoon depicting some aspect of life in Territorial Alaska.
		Debate arguments in support of and in opposition to Statehood.
		Pretend you were involved in one of Alaska's gold rushes. Report on the hardships you might have encountered.
	Alaska's natural, human and man made resources are significant.	
		Draw a graph which shows the relative contributions to the state budget from oil revenues, tourism, fishing, mineral development and logging.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Write ten short biographical sketches of individuals who have contributed to the heritage of Alaska.
		Watch a program on Learn Alaska and draw a schematic design showing how the program was transmitted to your T.V.
	Decisions today affect Alaska's future.	Draw an outline map of the state and identify the boundaries of the regional native corporation. List unresolved issues related to the Alaska Native Claims Settlement Act.
		Compare the handling of the Permanent Fund with that of your own personal savings account.
	Major events in Alaska history occurred in the broader context of events occurring in the U.S.	Integrate important Alaskan historical events into a timeline of American's history.
	The Native peoples in America had distinct cultures prior to the arrival of the Europeans.	View the Learn Alaska series "Shadow Puppets" and act out one Native North American myth.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Compare the traditional lifestyle of the Navajo indians with that of the Tlingit Indians. Identify the ways in which geography influenced the development of the two cultures.
		Make a model of a traditional dwelling of the Mayas, Iroquois, Incas or Eskimos.
	Europeans of different nationalities explored the new world.	
		Recall the names of European explorers and identify the areas they discovered.
		Pretend you were a passenger on Columbus' Santa Maria. Write a diary of your trip to the new world.
	Life styles differed in the early American colonies.	
		Write a short report on each: New England Colonies, Southern Colonies, and Middle Colonies.
		Draw a map of the thirteen original colonies.
	The move to independence was motivated by social, economic, and political factors.	
		Simulate the Boston Tea Party.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Debate the question of independence for the colonies from the British and colonists' viewpoints.
	Individuals and events were important during the American Revolution.	
		Study the painting "Washington Crossing the Deleware." Relate the incident to the colonists' war effort.
		Discuss the role of non-violent participants in the Revolution (Paul Revere, Thomas Paine, Thomas Jefferson).
	The Civil War divided the nation.	
		Write a research paper on slavery and life in the south prior to the Civil War.
		Write a letter-to-the-editor on the issue of slavery as a northerner and as a southerner.
		Compare the military strategies of the north and south.
		Memorize selected historic passages by Abraham Lincoln.
	The Westward Movement expanded the borders of the United States.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Read "California by Covered Wagon" by George Stewart and report on the adventures of Moses Sehallenberger.
		Develop bar graphs to illustrate population growth in the U.S. from 1750 - present. Relate your growth chart to historical events.
		Pretend you are a Pony Express rider. Trace the route you would most likely have taken from east to west.
	The Industrial Revolution precipitated the emergence of a modern nation.	
		Identify some of the inventions and inventors who helped change the history of the United States.
		Compare the role played by the railroad in the 19th Century U.S. and in the 20th Century.
		Watch the Learn Alaska program "Real People" and orally report on the lifestyles and cultures of these Native Americans.
		Explain why the U.S. was involved in World War I, World War II, the Korean and Vietnam Wars.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Design a set of interview questions you would use to interview Elizabeth Cady Stanton.
	The last half of the 20th century has been a period of rapid change.	
		Write a letter to a student who might have lived in colonial American explaining the change in American life as we moved from an agricultural, to an industrial, to a technological society.
		Record the history of women in space and the accomplishments of the space program.
	The United States has global connections.	
		View a satellite photo of the planet earth. Write a poem on the interdependence of all peoples and countries.
	Nation states have organized into larger governing social, political, economic, and judicial systems.	
		Make flags of U.N. member nations and locate them on a world map. List accomplishments and failures of the U.N. and World Court.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Early man (homo sapiens) was geographically distributed and culturally distinct civilizations developed around the world.	Identify and locate on a map the four earliest civilizations analyzing the types of governments, societies, economies and religions that developed within each. Compare the agri-pastoral Bantu - speaking African societies of today with early Mesopotanian and Egyptian cultures.
	The United States' predominant cultural heritage is that of Western Civilization.	Develop a timeline of major events including the development of the ancient societies of Egypt and the Near East, the classical societies of Greece and Rome, the Medieval period, Renaissance, and the Reformation. Identify the major contributions of each period.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are identifiable universals through which the human experience is expressed: Material Culture Language and Nonverbal Communication Social Organization Social Control Cooperation, Conflict and Warfare Economic Organization Education World View	Build a model of the traditional housing of the following groups: 1) Eskimo 2) Pueblo Indian (Mesa Verde) 3) Arabian Bedouin Listen to music which is native to different countries/cultures. Write a poem expressing your reaction to the experience. Develop a word chart comparing simple words in a variety of languages. Become a "Sister School" and communicate about basic family structures, kinship system, and life styles with another Pacific Rim country school.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Research the similarities and differences among the following governmental systems: United States, USSR, England and Switzerland.
		Write a letter to the United Nations requesting information on the process by which the organization seeks to resolve international conflicts.
		Give an oral presentation presenting the reasons you would prefer to live and work in an agricultural, industrial, or technological society.
		Compare the academic life of a typical 7th grade student in Japan with that of an American student.
		Research the impact of the religious beliefs of the Hindus on everyday life in India.
	Different regions of the world have changed at different rates.	
		Compare and contrast the role of women in Asia, Africa, Australia, the Middle East and Western Societies.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Change in one part of the world may have primary and secondary effects in other parts of the world.	Choose a political or social change which has occurred outside of the U.S. and analyze its impact on Americans. Report on the world-wide impact of the development of nuclear weapons.
	Technology in our global society promotes interrelationships.	Using newspapers, T.V. or radio news reports, report on the events which happened this week in another part of the world. Develop a series of questions to use in interviewing a person who has traveled outside of the United States during the past year. Conduct an interview and write a report of the experience.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CITIZENSHIP/GOVERNMENT		
AWARENESS AND MEMBERSHIP IN A COMMUNITY WITH ITS ACCOMPANYING BEHAVIORS, RIGHTS, AND RESPONSIBILITIES.	Social and political systems are based on people's beliefs.	Describe what liberty means in America.
		List examples of laws or practices which illustrate the political and social beliefs on which the American government was founded.
AWARENESS OF THE GEOGRAPHIC/ POLITICAL ORGANIZATION WHICH UNITES PEOPLE BY A COMMON GOVERNMENT.		Discuss the social and political structure of selected Native American groups and the beliefs on which they were founded.
Citizenship Government Power Democracy Monarchy Dictatorship Politics		Compare the rights and responsibilities of individuals in two Western Hemisphere countries.
Political institutions Legislature Executive Judiciary Congress Representative Gov't	Our form of government in the United States is called a democratic republic.	Discuss and visually demonstrate the notion that the United States is made up of separate states by making a large wall map.
Bill of Rights Amendments Capitol Elections Lobbying Majority/minority	Legal, political and historic documents support the beliefs held important by people in the country including: the Declaration of Independence; United States Constitution, including the Bill of Rights.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Rights Beliefs Patriotic Symbols Law Court		Memorize the Preamble of the Constitution. Research the events which led up to the drafting of a certain document. Chart events on a time line and enact the event in dramatic form.
	The Bill of Rights establishes many of our basic freedoms.	Write a paragraph on what each of the basic freedoms guaranteed in the Bill of Rights means to you as an individual.
	Democracy combines the concept of majority rule with majority rights in deciding what is good for the people.	Solve a classroom based problem using the concepts of majority rule and minority rights.
	In the United States, our political system is generally described as a representative democracy.	Prepare a bulletin board of newspaper and magazine clippings about the President, Vice President, Alaska's U.S. Senator and Representatives, and State Senators and Representatives.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Discuss the talents, values, and expertise which would make one a good elected or appointed public official.
	Citizenship includes an awareness of the patriotic symbols, pledges, anthems, monuments and celebrations of our nation.	
		Identify various state and national flags and symbols.
		Research the possible equivalents in another Eastern or Western Hemisphere country to our Independence Day, Memorial Day, or other patriotic celebrations.
	In a democracy citizens plan and direct change through political participation.	
		Hold a mock election or elect officers for a classroom club.
		Attend a village council, school board, or city council meeting. Report orally to the class on the issues considered and the decisions made.
		Write a letter-to -the-editor on an issue being considered by the state legislature after researching the issue.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Citizens are responsible for participating in solving the problems of the present and future in a global world, as problem-finders/ solvers, as decision makers, as participants.	Compare how elections at the state and national level are the same and different. Write a letter to state representatives on an issue of statewide impact; to congressional delegation on an issue of national importance. Develop a list of current issues which are international in nature and develop a brief "foreign policy statement" on each.
	The United States has a federal system of government with powers divided among national, state, and local government.	Examine a map of the region identifying the political subdivisions (cities, boroughs, REAAS, school districts) in the area. Report on the legal powers exercised by your local government. Compare powers of local governments in Alaska with those of State government. After reviewing a copy of the State Constitution.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Sovereignty is a governmental issue for Native Alaskans.	
		Observe a village council meeting and report on the issues discussed.
		Develop a timeline recording important events which impacted Native Alaskans self government rights.
	State government is structured like federal government with an executive, legislative and judicial branch.	
		Prepare lists of the responsibilities of each branch of government.
		Write a report on why she/he would prefer to be governor, a state legislator, or a judge.
		Research a law which impacts young people and discuss the impact of the law.
	State government provides a variety of services.	
		Research the source of revenue for state services and draw a pie chart illustrating the sources.
		Discuss education in her/his community and identify areas of strengths and weaknesses.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Collective governance needs of American citizens are met by federal government.	
		Review a pictorial presentation of Washington D.C., or interview someone who has visited the capital, and report on your reactions.
		Identify some outstanding American women and men and how they have contributed to our well being.
	Federal laws impact Alaskan residents.	
		Draw a schematic showing how a bill becomes a law and the responsibilities of the people, executive, legislative, and judicial branches in the process.
		Trace all personal activities for a day and analyze the point at which the government impacts life. (include consumer laws, highway/school construction, forestry, fishing, hunting regulations, etc.)
		Explain the role of the federal government in the settlement of Native Alaskan land claims and in the creation of the Native Regional Corporations.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Research Alaskan issues on which federal action has created controversy (environmental, educational, social, economic, political, etc.).
	Availability of occupational choices relates to local, state, and national policy decisions.	
		Talk with a local official about where the local government spends money and what jobs are available because of local spending.
	Governmental structures vary from place to place, and are a reflection of the values and attitudes of the society.	
		Compare governmental structures of the United States, Canada, a Latin American or other Pacific Rim country, using charts including information such as: election and lawmaking process; leadership; law enforcement; judicial system.
		Analyze political cartoons related to government in the United States, Canada, Latin America or other Pacific Rim country and then draw your own.
	Modern governments have assumed new roles in relation to the individual previously carried out by family and/or the church.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify a responsibility which government now assumes for the family (e.g., state-run nursing homes for the elderly; free medical clinics; social security income; unemployment benefits; welfare). Explain the reasons for these changes and the conflicts and benefits it produces.
	Governments of nations attempt to deal with economic disparity through social and economic planning.	
		Brainstorm a list of reasons why a country might remain less developed than its resource potential might indicate. Research specific areas and the reasons for lack of development and chart them.
		Identify the factors used in making decisions about the production and distribution of products in the U.S. and in the Soviet Union.
	International organizations help promote cooperation among governments.	
		Conduct a mock U.N. session on a current international problem roleplaying member nations and their probable positions on the issue.
		Debate the status of civil liberties in various developing nations.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
SCARCITY **AWARENESS OF THE CONFLICT BETWEEN NEEDS AND WANTS AND LIMITED NATURAL AND HUMAN RESOURCES** **Economics** **Choices** **Resources** **Scarcity** **Goods** **Services** **Industrialization** **Production** **Transportation** **Entrepreneurship**	The main purpose of economic activity is to satisfy the wants of people for goods and services. Individuals and groups attempt to satisfy their basic needs and wants by utilizing resources. Individuals make choices about use and distribution of scarce resources based on their value system. In traditional economies, decision-making and problem-solving are guided by traditions and value systems.	Compare the economic system of a group of Native Americans before contact with and exposure to the American free enterprise system. Design a display board showing means of acquiring income and means of using income. Study traditional techniques of survival used by Eskimos. Explain to classmates their reasons for personal spending choices.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Read a case study of traditional economic decision making to describe the influence of the past on: - an Italian farmer - a French craftsman - a Basque sheepherder - an Alaskan Native fisherman
	The cost of living in Alaska is generally greater than elsewhere in the United States.	List in writing some reasons for the high cost of living in Alaska, after comparing the prices of items shipped from Seattle by air, barge, and mail.
	Alaska's resources influenced the course of Alaska's history.	Explain the relationship between Alaska's growth and its natural resources. Describe how bartering in a primitive society differs from the use of money in our society.
	Native subsistence rights and usage are effected by limited resources.	Explain Native subsistence rights for a particular village and show how they effect and are effected by limited resources.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Discuss with classmates, native sharing and re-distribution of wealth and food.
	The economy in the United States is based on a free enterprise system.	
		Interview a merchant in the community about the process for determining how much to buy and sell.
		Participate in a problem solving activity to evaluate a hypothetical company's production decision.
	Nations trade beyond their borders.	
		List some of the exports of the United States and of Japan.
	Industrialization requires sources of minerals and fuels.	
		Write a story based on depletion of one or several resources in a country and explain global consequences.
	New machines and new information often bring about radical changes in a society.	
		Explain the roles of: - doctors, pediatricians, family practitioners; - dentists, dental hygienists; - architects, plumbers, carpenters, roofers; - computer programmers

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Set up a mock "assembly line" to accomplish a certain task (assemble class papers, make art project, tell "community story").
	Transportation is part of the consumer price of a good or service delivered.	
		Describe various forms of transportation for several goods sold in Alaska, and compare the transportation costs for each on a chart.
		Participate in a class group project in which each group represents people from different parts of Europe, the Middle East, or the Pacific Rim. Research the country and compile a list of available resources, industries, and problems in meeting basic needs. List alternatives for solving the problems and arrive at a group decision on which alternatives to pursue. Evaluate consequences of each decision.
		Participate in a simulation called the Tiber River Simulation in which he/she will outline economic problems and devise rules to solve common economic needs.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Resources are not evenly distributed among the nations or regions of the world.	
		Given a list of definitions, correctly recognize a definition of scarcity.
		Compare food resources available in two distinct and different regions (for example, India and Alaska).
	There are areas of today's world where resources to meet basic needs do not exist.	
		Through reading or other media become acquainted with people in a community where survival is threatened.
		Plan and serve a world food supply meal dividing participants into groups representing countries or continents and dividing the food so as to represent the share that group has in world food and economic resources.
		Brainstorm reasons why some people in the United States, Canada, Latin America or the Pacific Rim do not have sufficient available resources to meet their basic needs, and suggest possible solutions to the suffering faced by those who do not have sufficient resources.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Resources and goods are limited and their uneven distribution may cause conflict.	Take part in a simulation activity where the class must decide on the distribution of a limited amount of food. Write an editorial giving reasons why some nations may resent the United States.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
INTERDEPENDENCE		
AWARENESS OF THE RELIANCE WE HAVE UPON OTHERS IN MUTUALLY BENEFICIAL INTERACTION AND EXCHANGE.	All of the people of the world are both producers and consumers of goods and services.	
		Select a working adult to observe over a period of time (preferably a whole day); observe and record as many of that person's activities as possible. After the observation, classify/ categorize the person's activities under relevant economic headings.
Producer **Consumer** **Economics** **International** **Interdependence** **Resources** **Nation** **Demographics**	A variety of conditions determines the types of economic systems that people employ to solve economic problems.	
		Investigate in books and other media economic conditions for a particular country. Prepare a summary list of his/her findings to share with the class along with information on the type of economic system which is predominant in that country.
	In many countries, "mixed" economies have evolved to deal with economic decision-making.	
		Examine economic activities of several countries. Point out the different kinds of economic activities.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	A variety of factors determines the level of economic development of a nation, including the availability of resources, a skilled labor force, investment capital, markets available, advancements in production technology and individual initiative.	
		Do a comparative case study of a subsistence village in Alaska as a mid-western U.S. agricultural community, and a Western European industrial city.
	Today many countries as well as corporations and organizations have links around the world.	
		Prepare questions about international connections for a representative from a local business with links to other areas of the state, country, or world.
		Read about, then list examples of economic interdependence, between Alaska and other nations.
	The peoples of Alaska, Canada and the Pacific Rim have influenced each other and are economically interdependent.	
		List ways that Alaska, Canada and countries of the Pacific Rim cooperate.
		Name and illustrate a variety of goods that come from other countries.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Nations depend on one another for resources and products they need.	Work in groups to develop lists of how life in the United States would change if we could no longer import goods and services. Prepare a bulletin board which illustrates how the local community and the state economy is affected by the world petroleum market.
	World progress depends to a large extent on friendly relations among the nations of the world.	Discuss ways that nations can cooperate. Choose an energy, environmental, or demographic problem and work in groups to develop possible solutions to the problem.
	Nations have joined with one another in organizations which promote economic development, growth, and world peace.	Learn what countries are represented on the International Whaling Commission, Organization of Petroleum Exporting Countries (OPEC),and the the United Nations.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will: Brainstorm a list of economic decisions/problems we may face in the next 25 years. Have a simulated meeting of the United Nations and discuss a germane issue while role playing representatives of the member countries.

7TH GRADE

GEOGRAPHY/ALASKA GEOGRAPHY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
GEOGRAPHIC LOCATION		
	Planet earth is part of the universe and is impacted by external forces.	
Universe Solstice Equinox Revolution Rotation Latitude Longitude Landforms Continent Plains Plateau Mountain Valley Isthmus Peninsula Slope Water Bodies River Bay Ocean Sea Gulf Lake Estuary Circumpolar Aurora Borealis Plate Tectonics		Model the effect of sun light on an earth without a tilted axis, of a different shape, and closer to or further from the sun. Observe tidal patterns and relate the patterns to the location of the Earth in relation to the sun and moon. Discuss the conditions encountered by space shuttles as they depart or re-enter earth's atmosphere.
	Major physical features and bodies of water characterize the earth's surface.	
		Identify and label on an outline map of the world major land form including the continents, mountain ranges, plains, plateaus, and deserts. Using a topographic world map, identify by name oceans, major rivers, bays, seas, gulfs, and lakes. Locate the major physical features of Alaska on a map.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Ecology Cartography Glacier Volcano Earthquake Erosion	Earth's features are formed by the interactions, through time, of the components of the eco-system.	Using elements of the Plate Tectonic theory, describe how it relates to continental land forms and human patterns of settlement. Write a 1-page paper on how each of the following interacts to alter the earth's surface: seismic and/or volcanic patterns, tectonic crustal movements, decomposition, magnetism.
	Earth's motions affect day, night seasons, climate, wind, and current patterns.	Given a problem, show the relationship between the following: a) time zones and longitudes b) position of earth and equinox/solstice c) earth's shape, tilt and movement and seasonal temperatures.
	Maps and globes are a major source for recording, interpreting, and communicating geographic information.	Know the location and use of print and non-print materials related to geography (e.g., microfiche catalog, periodicals, audio-visual catalogs, topographic maps, surveyor's tools, scientific sources; interviews and field surveys.)

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Construct a physical relief map of Alaska.
		Read a map and/or globe by identifying symbols. Locate features by nearest longitude and latitude and/or the grid system.
	Map projections distort global distances, directions, areas, and shapes.	
		Measure distances between geographic features on a map of Alaska within the accuracy of 1/2 of one unit of the scale.
	Alaska is geographically related to other areas of the world.	
		Trace the route of an explorer of Alaska on a map. State the motives of the explorer; why the used route was chosen; and the climatic conditions the explorer most probably encountered.
		Identify the seven continents and their relationship to Alaska using an outline map of the world.
		Identify the Pacific Rim countries and discuss the relationship of Alaska's geographic location to Pacific culture and trade.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Locate Alaska in relation to other circumpolar lands.
		View "Aurora: Blazing Skies" (Program #5 U.S.!, Alaskan Studies Series, Alaska Film Library. Create a visual or narrative picture of the aurora.
	Physical features, natural resources, and variations in land forms have a profound influence on the growth and development of an area.	
		Indicate the various sciences from which physical geography incorporates information to provide an overall picture of the natural environment (e.g., geography, astronomy, oceanography, ecology and physics).
		Survey the relationship between Alaska's geography and the development of transportation and communication in the state.
		Identify some of Alaska's land-locked resources and the difficulties encountered in getting these resources to market.
	The study of geography prepares individuals for living as well as for specific careers.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Interview individuals involved in planning, research, or teaching careers in applied or academic geography; surveying, cartography.
		Do field observation of a biologically rich area. Model the information gathering skills of a geographer by preparing a qualitative description of the area and doing quantitative recording.
	A variety of methods are used to relate geographic factors to one another in a spatial setting.	
		Use each of the following methods to discuss the "History of Oil in Alaska." Develop each geographic factor, as it relates to the subject, in a one page paper. 1. Location 2. Distribution 3. Association of factors 4. Movement 5. Scale 6. Direction

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CLIMATE/VEGETATION	There are various climates and vegetation types.	Explain various climate and vegetation types using the Koppen System of classification. List the characteristics of each of the major major world climates.
	There are various forces which interact to affect climate and vegetation.	Explain the effects of the following on the distribution and growth of vegetation: annual temperatures, seasonal climate patterns, rainfall, wind, altitude, latitude and annual sunlight. Draw a graph illustrating the relationship between Alaska's "long days" and vegetation growth in the Matanuska Valley as compared with typical "lower 48" summer plant growth. Explain how the following control climate: latitude, altitude, mountain barriers, ocean currents, large bodies of water, pressure systems, air currents, and amount of sunlight.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	The climates of Alaska and the reasons for the variation in climate.	Draw an outline map of Alaska using symbols to detail the various climatic regions or list the major climates found in Alaska, using a weather map. Explain how various factors influence climates in different areas of Alaska. Hypothesize the relationship of climate to such things as clothing, shelter, occupations and recreation across Alaska.
REGIONS/CULTURE	Regions are basic units of geographic study and are defined by set criteria.	Divide the USSR or Africa into smaller regions based on race, language, nationality, religion or some other cultural characteristic. Complete a chart comparing one geographic region in Alaska to another after having discussed such factors as land forms, and climate. Use an aerial photograph of the United States to identify different geographic regions.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Topography, water systems, climates and vegetation have influenced the development of culture and society.	Predict from a map which shows elevation, longitude and latitude (1) basic climate of an area (2) Status of the culture of the people living in an area. Compare the cultural development of the peoples who live in the following desert regions: The Sonoran, Mojave, Sahara, and the Arabian Peninsula. Given a specific region of the world and a cultural outline, identify ways in which water systems, climate, topography and vegetation influenced choice of sites for settling, farming, manufacturing, trade, conflicts and folklore.
	Populations are distributed around the world according to geographic/cultural factors.	Research the ways in which geography has influenced the cultural regions in Latin America, Africa, or Asia. Cite reasons for dense and sparse population in certain areas of the world using a population distribution map.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Research examples of traditional Native Alaskan adaptation to the physical environment of Alaska.
	Language, tools, and behavior patterns vary within and among the various cultural groups.	Choosing a Pacific Rim and African country, . Compare language or music styles . Demonstrate traditional cooking . Re-enact a fable or other piece of literature . Demonstrate an art form
		Compare such factors as language, tools, environment, and behavior patterns of several major cultural groups including the Alaskan Natives and another Pacific Rim culture.
	As societies grow, both their requirements and problems change.	Select a country or region and develop a project which includes a discussion of the development of natural resources; industry, transportation, communication, degree of progress; problems to be solved; government; brief history; and use of foreign assistance.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Prepare a simple questionnaire to use in interviewing long term residents of Alaska for a personal perspective on the effects of population growth on the state. Identify appropriate interviewees and conduct the interview. Compile results and report orally on the results to the class.
	Technological development contributes to the nature and extent of cultural change.	
		Describe how various cultures have changed the manner and means by which goods and services are produced and distributed.
		Assess the impact of Alaska's geography on its communication network and of satellite usage on village life styles.
	Cultures change by migration, conflict (wars), political settlements, and contact with other societies.	
		Discuss seasonal migration caused by seasonal employment in Alaska.
		Use a news source to identify relocation of people related to war or political settlement.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Predict logical economic, social and political effects on life in the United States precipitated by the recent large Hispanic and Asian immigrations.
	Though all cultures possess certain unique features, they are all similar in a number of ways.	
		Contrast taboos, religions and languages found in the local community with those of another country or region.
		Contrast housing needs in Southeast Alaska, Interior Alaska and the South Pacific Island of Tahiti.
		Compare how various cultural groups have dealt with hunger and disease.
	The progress of a country depends on its industry, agriculture, education, technology, and government.	
		Write a short report are the relationship of transportation and communication to trade and development.
		Have a panel address the needs of agricultural, industrial, and technological societies.
	Lifestyles of inhabitants of major political divisions differ.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify the major urban areas of the world by name and location, using a political world map.
		Given an outline map, label major political divisions of the world.
		Describe similarities and differences among inhabitants of major political divisions, including such items as religion, political structure, ethnic make-up, language, economic development, and environment.
		Obtain statistical data for his/her community which includes: 1) basic census data 2) other community statistics (economic and service activities) 3) seasonal and annual weather and climatic data. Analyze the information and present an oral and written report on findings.
RESOURCES	There is an unequal distribution of natural resources in the world.	
		Given a physical resource world map, locate areas of agriculture, extractive industry, basic industry, and technologically developed industry.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify Alaska's import and exports and graph changes in dollar amounts of trade during the past decade.
		Suppose someone has offered you a free trip to visit the forests of the Soviet Unions or the Amazon Basin. Write a letter telling where you would prefer to go and why.
	The value and management of a natural resource is affected by political as well as economic considerations.	
		Discuss the political and economic factors which have impacted the marketing a Alaska's oil.
	Natural resources may be consumed, conserved, misused, and renewed.	
		Prepare a paper of the topic: "Traditional Native Alaskan Subsistence Use of Resources."
		Given a case study of a local resource, compare and contrast how it is impacted by consumption, conservation and environment.
		Do the "Mine to Market" activities contained in the Alaska Resources Kit: Minerals, Department of Education.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Distribution of natural resources is significant to economic, political, and social development.	Using geographical facts, account for the differing development and production along the U.S.'s Atlantic Coastal Plains as found in Texas, Florida and New Jersey. Contrast developing and developed countries including a description of natural resources and life styles.
ECONOMIC GEOGRAPHY	Geography is a significant factor in the economic growth of major regions of the world.	Relate the economic growth of Japan to geographic factors in the country. Itemize the role water bodies have traditionally played in the economic development of a region. Speculate on the relationship between geographic factors and the technological development in Silicon Valley, California, Prudhoe Bay, Alaska, etc.
	Patterns of buying and selling are related to social, cultural economic and political factors.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Compare the bases of Asian and Western counting systems and compare money and exchange rates.
		Chronicle the switch in U.S. trade from the Atlantic to the Pacific Ocean and the reasons for the change.
		Compare the standard of living in the United States and Latin America. Have a panel discuss the social, cultural, political, and geographic reasons for the differences.
	Economic behavior depends upon the availability and use of resources.	
		Develop an inventory of the productive resources (land, labor and capital) of various regions.
		Identify barriers to trade which exist in U.S. policies.
		Evaluate the various economies of the Pacific Rim countries on the basis of economic goals/values; specifically, equity of wealth, efficiency, growth, standard of living, freedom, security.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Spatial relationships exist between any place on earth and all other places. A relationship between two or more locations involves direction, distance, and time.	
		Compare the U.S's historical relationship with Canada and with Mexico with that of our policies with non-contiguous countries. Speculate on the role of geographic location in these policies.
		Using a globe or a map, calculate the time it takes to fly from the U.S. to various points throughout the world.
	Nations are economically interdependent for raw materials, goods and services.	
		List and explain the advantages and disadvantages of specialization.
		Develop a chart of Alaska's imports and exports. Include identification of countries which receive exports.
260	There are global problems with geographic dimensions.	271

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify regions which are subject to problems of deforestation, desertification, pollution and overfishing. Point out the global impact of these problems.
	International cooperation is encouraged by customs, laws, and institutions of a society.	Give an oral report, from a nationalistic perspective, explaining the problem of fish harvesting in ocean waters.
		Identify the ways in which international conflict and war have affected trade between the U.S. and the Pacific Rim nations.
		Research the role of the Circumpolar Conference in natural resources management.

8TH GRADE

AMERICAN HISTORY

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT I - EXPLORATION AND EXPANSION

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
EXPLORATION AND EXPANSION Land Bridge Migration Motivation Resources Exploration Hemisphere Continent Settlement Colonization Manifest destiny Frontier Space	Understand the origin of native people in America and specifically Alaska.	Use data presented by an archaeologist to compare two different prehistoric sites in Alaska and make a hypothesis about the lifestyle of the early inhabitants of Alaska.
	Identify the reasons (economics, political, and social) for exploration and expansion of the Americas.	Research economic, political, religious, social conditions in the "old world" and identify three reasons for exploration of " new world."
	Trace the routes, identify the explorers and locate the areas of European exploration and colonization in the Americas.	Given a description of geographic features of North America, debate how each of these encouraged and/or discouraged European exploration. Identify two significant events associated with individual European explorers. Learn the names of major explorers of the new world and trace the routes of these explorers on a world map.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT I - EXPLORATION AND EXPANSION

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Colonial Expansion	Compare and contrast European methods of colonizing the Americas, including Russian colonization of Alaska.	Create a computer data base on the colonies and generate graphics comparing social, economic, and political aspects of colonies. Use an historical atlas to understand the changing political boundaries of colonies in the new world. Give a five minute oral presentation on one of the Alaska explorers (Bering, Chirikov, Cook, Valdez).
Westward Movement	Identify the major periods and places of American territorial exploration, expansion, and contact.	Research commercial, nationalist/ expansionist factors existing in the early 1800's. Explain at least three factors involved in the Lousiana Purchase and other acquisitions by the U.S. Locate and compare states in the Union as of 1815, 1850, and 1912 on an outline map of the U.S. Analyze how the geography of North America influenced patterns of expansion on the frontier.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT I - EXPLORATION AND EXPANSION

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
	Identify the role played by trappers, missionaries, explorers, homesteaders, and miners in opening and developing the frontier.	Play a simulation game on the Gold Rush or Wagon Train (Pioneers by Interact). Create a homestead in the classroom and compare ways pioneers lived on the frontier to traditional Alaska native subsistence lifestyle. Read a biography or historical novel about settlers and write a sequel to the book or write a letter from one character to another.
Exploration of Frontiers	Understand the impact "new frontiers" have had in American history.	Write a report on the significance of Alaskan and Hawaiian statehood for the rest of the states. Integrate science and social studies by learning principles of aerodynamic design and creating models of different space vehicles from Sputnik to the Shuttle. Debate the merits of expenditures for the space program.

0078I

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE		
American Revolution Compromise Constitution Citizenship Self-determination Checks and balances Executive Amendment Law Lobby Tolerance Minority rights Decision-making Majority rule Justice Cooperation Democracy Limited government Federalism Separation of power Legislature Judicial Individual rights Due process Political parties Institutions	Compare the viewpoint of the British Parliament and American colonial legislatures on taxation, quartering of troops, trade restrictions, and treatment of the colonies. Understand the influence of American Indians on political theories and institutions in America. Be familiar with major events and personalities of the American Revolution. Understand the political ideas of the American Revolution and evaluate their importance and influence in today's world.	Write a letter to the King protesting a British policy toward the colony. Debate a tax law from the point of view of the British King and Parliament and the American colonial legislature. Compare traditional Indian practices of self-government with colonial governments. Write a paper on someone who made a non-violent contribution to the Revolution, and one on a military leader.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Responsibility Pluralism Issues Political Parties		Review contemporary case studies of countries which have used revolutions to effect political change.
	Compare the role of our national government in the Articles of Confederation and the Constitution.	
		Write a constitution before studying the American constitution and compare results.
		Role play a constitutional convention.
		Compare the writing and the adoption of the Alaska constitution and the American constitution.
	Explain the major features of the American government system as outlined in the Constitution.	
		After having discussed items such as the Articles of Confederation and the 3/5 compromise identify: a) major issues involved in the writing and adoption of the U.S. Constitution. b) basic features of the U.S. government under the Constitution.
		Research such items as system of checks and balances, two houses of Congress, separation of powers, and a federal system of government and compare the U.S. Government from its creation today.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Trace the changes in American Government created by the amendments to the constitution.
	Understand the purpose and meaning of the Bill of Rights.	
		Identify the guarantees of freedom in the Bill of Rights.
		Illustrate an amendment in the Bill of Rights without directly stating the freedom protected by the amendment.
		Roleplay situations in which rights are violated, particularly in relation to typical teenage conflicts with the law.
		Discuss with classmates the rights of citizens and correctly identify responsibilities that accompany those rights.
Civil Rights	Understand how the franchise and civil rights have grown through legislation, reform, constitutional amendments, and judicial interpretation.	
		Prepare a chart specifying specific legislation, amendments or case law which have impacted the exercise of the franchise, and civil rights.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Conduct a mock trial based on the facts of a famous legal case dealing with civil rights.
Political Parties	Describe the factors leading to the development of political parties in the U.S. and the historical differences between the Democratic and Republican parties.	
		Trace the roots of the Democratic and Republican parties by relating to specific events such as the Civil War, the Depression, and LBJ's Great Society.
		Analyze basic differences between the Democratic and Republican parties' stand on issues such as welfare, defense, and deficit spending.
		Lobby local legislators on issues relevant to students by writing letters, utilizing legislative information office computer service, and testifying at audioconferences.
Government Growth	Compare the change in size and scope of the federal government over time.	

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT II - DEVELOPMENT OF AMERICAN GOVERNMENT AND POLITICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Interview senior citizens about personal experiences during the Great Depression, using tape recorders, video tape recorders and personal notes. Analyze and compare interviews to determine changing attitudes toward size of government.
		Interview Alaska Natives and sourdoughs about the changes brought to Alaska by the intervention of the federal government.
		View the short film which summarizes Megatrends and discuss students' opinions on the role of government in the future.
		Use Arithmetic of Growth (CTIR, University of Denver, CO) to graphically illustrate exponential growth of population and doubling time of population and discuss the implications for government policy.

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8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
IMMIGRATION AND SOCIAL CHANGE **Slavery** **Culture** **Discrimination** **Enthnocentrism** **Assimilation** **Reform movements** **Quotas** **Prejudice** **Alienation** **Subculture** **Social roles**	Relate immigration theme to personal family history.	Complete family tree and genealogy chart.
	Identify stereotyping and prejudice as they have been manifested in American history.	Brainstorm typical American values as seen by a time traveler (eg. Back to the Future movie) in various historical periods; compare with today's values. View film "Bill Cosby on Prejudice" and make a list of all the stereotypes (putdowns) he mimics.
	Compare the views of U.S. society as a melting pot with shared values and as a salad bowl with different values and customs.	Cook beef stew in a crock pot and discuss melting pot theory of immigration in America. Make a tossed green salad and discuss salad bowl theory of immigration in America.
	Understand historical contributions of various immigrant groups to American culture.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Participate in a treasure hunt. (Clothing, food, inventions, holidays, hair styles, music, etc., brought to America by immigrants from other nations and from native Americans.)
Native American Immigrants	Compare lifestyles of inhabitants of early peoples of Alaska and North America with those of Western Europeans.	
		Visit the local museum or order a kit from the Alaska State Museum and compare the lifestyles of native American/Alaskan groups.
		Draw a picture of a tool used by a native American/Alaskan group. Compare with modern counterpart.
		Identify all the cultural traditions (food, clothing, music, art, architecture, etc.) contributed by native Americans to modern American society.
		Contrast values and lifestyles of Indians and early colonists.
European Immigrants	Explain problems experienced by immigrants in traveling to America and the problems they faced on arrival.	

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Create a list of supplies needed by immigrants when they crossed the Atlantic Ocean to America.
		Write an immigrant's diary including reasons for leaving home, hopes for the new land, hazards in coming to America, and problems on arriving in America.
		Compare and contrast life in colonial society with that of contemporary society in terms of jobs, economic opportunity, status of women and minorities, religious, and educational practices.
Growth of Religious Tolerance	Understand the importance and growth of religious tolerance in American history.	
		Examine and describe the role of the church in colonial society.
		Show how the Salem Witchcraft Trials are an example of religious intolerance in America.
		Read or act out the play "Inherit the Wind" (Scope Trial) and discuss the conflicting values.
		Read case studies of Supreme Court decisions interpreting first amendment rights to freedom of religion (eg. Amish right to attend private schools; Prayer in School; etc.)

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Immigrants Slaves	Understand the causes, conditions, and consequences of slavery in America.	Label free and slave states on outline map and know where slavery increased the most. Using historical data, describe what it was like to be a slave in an essay "If I Were A Slave." Indicate reference to conditions which affected family life, health, and cultural adaptations. Read Slave Laws and discuss purpose of each law and its affect on whites and slaves.
Immigrants After The Civil War	Understand reasons immigrants came to America in the 1800's and the problems they faced traveling and upon arrival.	Analyze immigration statistics using charts and graphs to discover when, why, and where immigrants came from. Describe immigration procedures at Ellis Island. Pretend to be an immigrant and write a personal letter to an American, to find out what it's like in the new land in the early 1900's. Then switch roles and pretend to be an American responding to an immigrant's letter.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Role play a reformer in the late 1800's and investigate housing conditions (fire codes, sewage, water, pollution, crowding, sanitation, etc.) and employment conditions (pay, hours, safety).
		Identify prejudice and restrictions against immigrants, especially those of Eastern European and Asian origin.
Immigration Today	Learn how immigrants become naturalized citizens.	
		Attend a naturalization ceremony.
		Take the citizenship test routinely given to prospective citizens.
	Trace the changing U.S. policies and attitudes toward immigration, including the current issue of illegal aliens in the U.S.	
		Gather information on illegal aliens from newsmedia and print sources. Discuss alternative viewpoints and solutions to the problem such as recent legislation governing illegal aliens.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT III - IMMIGRATION AND SOCIAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Compare the American and Mexican economies to show reasons for the flood of immigrants from Mexico and/or prepare a map of border industries showing the interdependence of the U.S. and Mexico.
		Participate in an international festival featuring food, arts, crafts, and holiday celebrations of immigrants.
		Investigate the impact of immigration on Alaskan communities.
		Compare and contrast social and political attitudes toward different immigrant groups and explain the causes of these attitudes.
	Trace the causes and consequences of large population shifts within the U.S.	
		On a timeline, date historic population shifts which have occurred in the U.S. including: . Westward movement . Migration of blacks from the North . Rural to urban . Development of suburban . Growth of the Sunbelt Give reasons for these shifts.

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8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE		
Resources **Agricultural economy** **Free enterprise** **Industrialism** **Corporation** **Business cycles** **Technology** **Mercantilism** **Interdependence** **Capitalism** **Union** **Depression** **New deal** **Urbanization** **Native Corporations**	Explain the economic motivations of European nations for colonizing North American.	Contrast the economic motives and activities of the British, French, Spanish, and Russian colonial powers.
	Describe American economic development during the colonial period.	Write a diary of a colonial child describing the annual subsistence activities on a typical farm. Use Early Settlers (Strategies for Teaching Economics, University of Alaska Fairbanks, Economics Department to apply economic concepts of scarcity and resources to colonial American economics.
	Understand economic differences between New England, Middle, and Southern colonies which contributed to sectional differences.	Make a chart which illustrates economic characteristics of New England, Middle, and Southern colonies. Research the impact of such items as the cotton gin, slavery, high tariffs, and industrial development on the growth of sectionalism.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Write a letter to the editor defending the South's dependence on slaves and on tariffs and trade with England for economic survival.
		Compare the industrial strength and military capability of the North and the South.
		Participate in a simulation game auctioning slaves.
	Understand the role of early inventions on the development of American industry.	
		Make a list of early inventors and their inventions and analyze the changes in America made by these inventions.
		Make a model of an early invention (eg. cotton, gin, power loom, etc.)
		Use computer graphics to create an advertisement for an historical invention.
Industrial Revolution	Understand how the American economy changed from a predominantly agricultural economy to a predominantly industrial economy after the Civil War.	

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Choose key American cities and study them at 50 year intervals from their inception to note the demographic and economic changes. Use transparency overlays of outline maps to show the changes in population in these cities.
		Create bar graphs to illustrate U.S. population growth from 1750-present
	Understand the social, economic, political, and military changes brought about by the industralization of America.	
		Identify three major industrialists of the late 1800's.
		Illustrate the impact of industrialization on child labor, immigration, development of labor unions, and urbanization.
		Use primary source documents from Proctor and Gamble (Perspectives) to study the growth of one company from a cottage industry to a modern corporation.
Depression	Understand business cycles and their impact on the American economy.	
		Trace the labor movement in American and write a research paper on its origins, goals, accomplishments and present status.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Explain how monopolies and trusts affected competition.
		Play a stock market game such as Millionaire (by Blue Chip Software) or set up an investment club, using current New York Stock Exchange quotes.
	Understand the causes of the Great Depression and the social and political impact it had on our nation.	
		Participate in a simulation of the Stockmarket Crash (Panic by Interact).
		Listen to folk music of the Great Depression (Studs Turkel).
		Interview senior citizens about the Great Depression and its impact on their lives.
		Read the story "Where Did All the Money Go?" about the Great Depression and discuss follow-up questions about the Depression and economic interdependence.
		Compare government's role in the economy before and since the Great Depression by charting the laws/ controls exercised before and after the Depression.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT IV - ECONOMIC DEVELOPMENT AND TECHNOLOGICAL CHANGE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Wartime Economics	Explain the changes in society created by wartime economies.	Use primary source documents from Proctor and Gamble (Perspectives) to analyze how the American homefront changed as a result of wartime economic activities. Explain how the U.S. emerged as the major economic power of the world after W.W. II. Identify the technologies developed during wars (Civil War, WWI, WWII, Vietnam) such as aerial reconnaissance, machine gun, atomic bomb, blood plasma, infrared sensors, etc. Explain how the role of women and minorities in American society changed as a result of their participation in both World Wars.
Technological Change	Understand major technological changes in the transportation, communication, manufacturing and service sectors of our economy.	Students will make a mobile illustrating all the stages in an industry such as communication (telegraph, telephone, radio, TV, computer, satellite, etc.).

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Corporations	Understand the power and influence of corporations.	
		Participate in a simulation of a multinational corporation.
		Identify the Native Regional Corporations on a map of Alaska and discuss the role of these corporations in Alaska's economy.
	Understand the economic interdependence of the U.S. and the rest of the world; Alaska and the Pacific Rim nations.	
		List all the foreign products he/she uses or which are available in their community.
		Participate in a simulation in which Alaskan roads, airports, and harbors are closed and all Alaskans must rely on subsistence activities.
		Chart the exports and imports traded between Alaska and Pacific Rim nations.

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8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
FOREIGN POLICY		
Cause and effect Imperialism Isolation Political dominance Nationalism Fascism Treaty National interest Authoritarian Alliance Conflict Communism Peace Nuclear arms race	Recognize the mutual benefits and costs to people operating in a colonial relationship (mercantilism).	Identify British trade laws which were advantageous to England and discriminated against the colonies.
	Identify foreign policy methods used to acquire territory in the continental U.S., including Alaska.	Write a story about experiences of colonial soldiers in the French and Indian War. Prioritize a list of causes of the American Revolution and defend selection to classmates in terms of British or colonial interests. Read Declaration of Independence and review British actions towards colonies to decide if colonies were justified in declaring independence according to reasons given in the Declaration. Draw outline of U.S. boundaries after the Revolution on student desk map.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Acquisition of Territory	Identify foreign policy used to acquire territory in continental U.S., including Alaska.	Participate in plays (Junior Scholastic or Search) about Lewis and Clark, Davy Crockett, Daniel Boone, John Fremont, Sam Houston. Draw outline of U.S. acquisitions on student desk map. Use a different color for each acquisition. Compare and contrast ways U.S. acquired territory in continental U.S. Identify issues in War of 1812: freedom of the seas; relations with Indians; respect from European nations. Locate areas acquired from Mexico at end of Mexican-American War on student desk map. Compute cost per acre. Discuss Russian period of control in Alaska and role play purchase of Alaska. Compare and contrast purchase of Louisiana territory and Alaska territory.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Policies Toward Native Americans	Identify, compare and contrast policies of American government (treaties, reservations, wars, etc.) toward American Indians and Alaskan Natives.	Use readings from Good Apple booklet on American minorities to learn about treaties with American Indians. Locate Indian reservations on desk map and identify sites of major battles. Trace route of Cherokee along Trail of Tears and Nez Perce. Listen to guest speaker on Treaty of Cession and ANCSA--compare U.S. policy toward American Indians and Alaskan Natives.
Acquisition of Territory Abroad	Define Manifest Destiny and explain its influence on U.S. foreign policy.	Plan how he/she would become the most powerful person in the school. Students share ideas and teacher draws analogies to historic examples. Debate effects of expansionism on two native cultures (Cherokee, Sioux, Tlingit, Athabascans, Hawaiians).

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Extending Political Influence Abroad		
	Understand how America has sought to expand its influence and power in the Western Hemisphere (Monroe Doctrine, Big Stick diplomacy, etc.)	
		Define concept of imperialism and apply it to historical events such as acquisition of Phillipines, Hawaii, Spanish-American War.
		Locate areas held by U.S. outside continental U.S. in 1910.
		Participate in a play or watch film about Teddy Roosevelt.
	Understand the reasons for American isolationism regarding European affairs.	
		State reasons why U.S. tried to stay neutral before W.W.I.
World War I		
	Explain events which caused the U.S. to enter W.W.I., U.S. role in the war, and U.S. policy after the war.	
		Outline theatres of war and color Allied and Central Powers on student desk map.

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Use primary source documents from Proctor and Gamble to analyze American homefront activities in preparing and fighting W.W.I.
		Prioritize list of events according to their impact on U.S. decision to enter W.W.I. and defend choice in class.
		Evaluate how W.W.I. affected the a. civilian populations b. attitudes of Americans toward Europe c. economic stability of Europe after W.W.I.
		Analyze the provisions of the Treaty of Versailles and predict whether peace would last under post W.W.I. conditions.
World War II	Describe the events which led to the entry of the U.S. in W.W. II, U.S. involvement in European and Pacific theaters of war, and the impact of W.W. II on America.	
		Using an outline map of Europe, locate and compare areas controlled by totalitarian governments at the end of 1935 and 1939.
		Place events leading to outbreak of W.W.II. in chronological order on a timeline.

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TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Role play a government decision in a democratic, communist, and fascist country (U.S., USSR, Germany) to experience differences among the three forms of government.
		Locate major areas of battle on world outline map.
		Using political cartoons in textbook or other source, identify leaders of U.S., England, Germany, Italy, Russia, and Japan during W.W.II.
		Describe some of the factors that led to the surrender of Germany and Japan, detailing the importance of each on later history.
		Participate in Yalta Simulation Game which illustrates how the Allies planned the post war world.
	Understand the significant factors in the development of Alaska during W.W. II.	Research the role of Alaska in W.W.II. and participate in a group presentation of one aspect of the Alaska Campaign.
	Know that W.W.II. resulted in the deaths of many millions of civilians, eg. concentration camps, refugees, Hiroshima and Nagasaki.	

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8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		View Wallenberg Hero (CBS mini-series) or Diary of Anne Frank (movie) or read the play and then write a diary from the point of view of a teenager experiencing any war (past, present, or future).
		Read several points of view on the bombing of Hiroshima and Nagasaki and write an essay supporting or criticizing the U.S. decision to use the Atomic Bomb.
Cold War	Understand the policies that led to the beginning of the Cold War and the rise of the U.S. and U.S.S.R. as world leaders.	
		Read two different perspectives on Cold War from American and Soviet point of view and role play Truman and Stalin.
		Discuss the cold war and relative strengths of U.S. and Russia.
		On an outline map locate NATO and Warsaw Pact nations.
United Nations	Compare and contrast world peace-keeping organizations created after W.W.I and W.W. II.	

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Research League of Nations and United Nations and compare them in terms of aims, membership, U.S. support, ability to prevent or limit war.
	Evaluate major features of U.S. foreign policy from 1945 to present including the Vietnam War.	
		Review important foreign affairs which occurred between 1945 and 1968 by reading in textbook, putting events in chronological order on a timeline and playing Password or other recall game.
		Participate in play about the Cuban Missile Crisis, featuring President Kennedy and others (Weston Walch).
		Place in chronological order and describe the importance of such events as the Berlin Blockade, Marshall Plan, Cuban Missile Crisis, Bay of Pigs invasion, Communist victory in China, Korean war, French defeat in Indo-China, and the Vietnam war.
		Describe several ways that one country's decision affects the life of another country (eg. OPEC, world price of oil and U.S. gas prices and Alaska revenues from oil at Prudhoe Bay).

8TH GRADE
AMERICAN HISTORY (THEMATIC)
UNIT V - FOREIGN POLICY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
	Evaluate the impact of the nuclear arms race on American foreign policy and international relations.	Participate in a debate which requires students to evaluate the position of different U.S. and Soviet leaders in deciding whether or not to purchase Star Wars military equipment.

APPENDIX

SOCIAL STUDY SKILLS

GRADE 1-3

GATHERING INFORMATION

observing
identifying
listening
reading
viewing
inventorying
recognizing a map
recognizing a globe
interpreting symbols
identifying relative locations of places in Alaska and the United States on map and globe
following directions
compiling lists
interviewing family and friends
questioning resource people
experiencing patriotic celebrations
participating in patriotic songs and oaths
appreciating others as a source of ideas
estimating approximate distances (near, far, close)
identifying a variety of sources of information
recognizing changes
securing information through observation
questioning to obtain information
reading to obtain general information

USING INFORMATION

listing things
listing reasons
listing similarities
listing differences
classifying
matching
comparing geographical features
predicting outcomes on the basis of information
evaluating reasons
identifying alternatives and making choices
using picture diagrams
using maps
using globes
comparing and contrasting data
participating in conversations
generalizing from data
setting up hypotheses
testing hypotheses
locating places by using cardinal direction
using latitude and longitude to find locations
locating places on globe
using North, South, East, and West
using a compass rose
using map symbols
using a map key
identifying relationships

PRESENTING INFORMATION

communicating orally and in writing
making charts, graphs, and picture stories
labeling a map
repeating information
using new vocabulary
presenting information in the context of time (now, before, after)
role playing
sharing opinions
creating statements
initiating ideas
planning
making charts, maps, diagrams, timelines, graphs, and notebooks to communicate ideas
giving oral reports
recalling information
functioning as contributing members of a group
communicating written information coherently
assuming responsibility for carrying out tasks

(Con't.)

SOCIAL STUDY SKILLS

GRADE 1-3

GATHERING INFORMATION

reading to obtain specific details
interpreting charts, graphs and diagrams
reading globes and maps
locating a place on a major globe by using directional cues
locating main ideas and supportive elements
categorizing information

USING INFORMATION

planning
placing ideas in order or chronological sequence
making decisions

PRESENTING INFORMATION

SOCIAL STUDY SKILLS

GRADE 4-6

GATHERING INFORMATION

reading a variety of types of maps
organizing collected information
conducting a survey
differentiating between relevant and irrelevant information
identifying primary and secondary sources
identifying information pertaining to a topic and relevant subsection
locating information from a variety of print and nonprint sources
classifying information
distinguishing between fact and opinion
applying previously learned concepts to new situations
evaluating data
identifying problems and suggesting solutions
interpreting illustrations
considering various viewpoints
identifying the types and kinds of information needed
using subquestions to identify types of information needed
identifying relevant information
locating sources of printed information using tables of contents, appendices, and indices

USING INFORMATION

interpreting land forms
making inferences
estimating
making generalizations
measuring distance
recognizing relevant information
checking on completeness of data
drawing conclusions
making hypotheses using collected data
interpreting illustrations
using latitude and longitude to locate places
utilizing map symbols
following map routes
making predictions on the basis of available data
testing and refining hypotheses
using data as the basis for inferences and conclusions
using mathematics to help analyze data
forming generalizations based on appropriate data
applying previously learned concepts to new data
organizing collected information in orderly notes
sequencing events
placing ideas in chronological order
relating historical events to the present

PRESENTING INFORMATION

initiating ideas
giving constructive criticism
formating a presentation
functioning as a contributing member of a group
using a variety of media and appropriate commentary to communicate ideas
making charts, timelines, graphs, and maps
preparing oral and written reports
speaking in an effective way after planning and preparing
using media and various visuals for communicating ideas
summarizing orally and in writing
writing to support a generalization through the use of relevant facts
giving evidence to support a conclusion
defining terms
debating issues
using effective discussion techniques
making cognitive maps
developing written reports
role playing
defining terms
debating issues
using effective discussion techniques
role playing

(Con't.)

SOCIAL STUDY SKILLS

GRADE 4-6

GATHERING INFORMATION

reading for specific information
reading for directions
skimming for general information
reading pictures, diagrams, charts, maps, atlases and globes
taking notes while listening
taking notes from printed matter
interviewing

USING INFORMATION

categorizing data
categorizing data by identifying similarities and differences
categorizing data by constructing a a chart to clarify information
categorizing data by main idea
participating in group planning and discussion
scrutinizing possible consequences of alternative actions
checking reasoning against logic, looking for inconsistencies
identifying value-laden words and frames of reference

PRESENTING INFORMATION

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SOCIAL STUDY SKILLS

GRADES 7-8

GATHERING INFORMATION

reading statistical tables, graphs, and charts
working cooperatively with others
exchanging ideas through discussion
using a variety of sources to gather information
. personal observation
. printed materials
. conventional research materials
. audio visual material
. computerized data
. maps and graphs
. interviews
. surveys
. testing experimentation
identifying main and supporting ideas.
identifying key words
skimming for specific information
identifying context clues
evaluating materials and resources used
validating information
identifying the types and kinds of information needed
using subquestions to identify types of information needed
identifying relevant information
locating information in print and nonprint sources
locating sources of printed information using tables of contents, appendices, and indices
identifying primary and secondary sources

USING INFORMATION

interpret statistical tables, graphs and charts
draw inferences from information presented on statistical tables, graphs, and charts
summarizing and synthesizing information
developing, testing and refining hypothesis
identifying alternative outcomes
prioritizing alternatives
generalizing information gathered from a variety of sources
interpreting illustrations
using latitude and longitude to locate places
using map symbols
following map routes
making predictions on the basis of available data
testing and refining hypotheses
making inferences
using data as the basis for inferences and conclusions
using mathematics to help analyze data
forming generalizations based on appropriate data
applying previously learned concepts to new data
organizing collected information in orderly notes
sequencing events
placing ideas in chronological order
relating historical events to the present
categorizing data

PRESENTING INFORMATION

selection appropriate format (graph, charts, tables) in which to present information
communicating by speaking with accuracy and poise.
display computerized data
exchanging ideas through discussion
preparing and using notes for oral reports
making charts, timelines, graphs, and maps
preparing oral and written reports
speaking in an effective way after planning and preparing
using media and various visuals for communicating ideas
summarizing orally and in writing
writing to support a generalization through the use of relevant facts
the use of relevant facts
giving evidence to support a conclusion
defining terms
debating issues
using effective discussion techniques

(Con't.)

SOCIAL STUDY SKILLS

GRADES 7-8

GATHERING INFORMATION

identifying a variety of print and nonprint sources for information
reading for specific information
reading for directions
skimming for general information
reading pictures, diagrams, charts, maps, atlases, and globes
taking notes while listening
taking notes from printed matter
interviewing

USING INFORMATION

PRESENTING INFORMATION